



College Town Primary School - Year 4 Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Working Scientifically	<p><i>Set up simple practical enquiries, comparative and fair tests (Year 4 focus).</i></p> <p><i>Ask relevant questions and use different types of scientific enquiries to answer them (Year 4 focus).</i></p> <p><i>Set up simple practical enquiries, comparative and fair tests (Year 4 focus)</i></p> <p><i>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 4 focus).</i></p> <p><i>Gather, record, classify and present data in a variety of ways to help in answering questions (Year 4 focus).</i></p> <p><i>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 4 focus).</i></p> <p><i>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Year 4 focus).</i></p> <p><i>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 4 focus).</i></p>					
Science	<p>Electricity</p> <p><i>Identify common appliances that run on electricity.</i></p> <p><i>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</i></p> <p><i>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</i></p> <p><i>Recognise that a switch opens and closes a circuit and associate this</i></p>	<p>Sound</p> <p><i>Identify how sounds are made, associating some of them with something vibrating.</i></p> <p><i>Recognise that vibrations from sounds travel through a medium to the ear.</i></p> <p><i>Find patterns between the pitch of a sound and features of the object that produced it.</i></p> <p><i>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</i></p>	<p>States of matter</p> <p><i>Compare and group materials together, according to whether they are solids, liquids or gases.</i></p> <p><i>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</i></p> <p><i>Identify the part played by evaporation and condensation in the water cycle and associate the rate of</i></p>	<p>Living things and their habitats</p> <p><i>Recognise that living things can be grouped in a variety of ways.</i></p> <p><i>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</i></p> <p><i>Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things.</i></p>	<p>Animals including Humans</p> <p><i>Describe the simple functions of the basic parts of the digestive system in humans.</i></p> <p><i>Identify the different types of teeth in humans and their simple functions.</i></p> <p><i>Construct and interpret a variety of food chains, identifying producers, predators and prey.</i></p>	<p>Revision and Expansion</p> <p>Suggested Science Unit: <u>Blue Planet: helping to save the ocean and understanding our impact on it.</u></p> <p><i>Look into plastic waste, oil spills, noise pollution, coral degradation and ocean zones.</i></p> <p>Science Week</p>

	<p><i>with whether or not a lamp lights in a simple series circuit.</i></p> <p><i>Recognise some common conductors and insulators, and associate metals with being good conductors.</i></p>	<p><i>Recognise that sounds get fainter as the distance from the sound source increases.</i></p>	<p><i>evaporation with temperature.</i></p>			
Art		Mosaics	Pattern Making/Batik		Tudor Portraits	
	<p><i>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.</i></p> <p><i>Use taught technical skills to adapt and improve his/her work.</i></p> <p><i>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.</i></p> <p><i>Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied.</i></p> <p><i>Draws familiar objects with correct proportions.</i></p> <p><i>Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.</i></p> <p><i>Plan a sculpture through drawing and other preparatory work.</i></p> <p><i>Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques</i></p> <p><i>Print on fabrics using tie-dyes or batik.</i></p>					
Computing	<p>E- safety</p> <p><i>Use technology safely and respectfully, keeping personal information private.</i></p> <p><i>Use technology safely and recognise acceptable and unacceptable behaviour.</i></p>	<p>Programming – Make own algorithms</p> <p><i>Decompose programs into smaller parts.</i></p> <p><i>Use logical reasoning to detect and correct errors in algorithms and programs.</i></p> <p><i>Select, use and combine a variety of software, systems and content that accomplish given goals.</i></p>	<p>Using ICT – Embedded in all subjects</p> <p><i>With support select and use a variety of software on a range of digital devices.</i></p> <p><i>With support select, use and combine a variety of software on a range of digital devices to accomplish given goals.</i></p> <p><i>Use other input devices such as cameras or sensors.</i></p>	<p>Using ICT – Embedded in all subjects</p> <p><i>With support select and use a variety of software on a range of digital devices.</i></p> <p><i>With support select, use and combine a variety of software on a range of digital devices to accomplish given goals.</i></p> <p><i>Use other input devices such as cameras or sensors.</i></p>	<p>Net-searching and Networks – How search engines are used</p> <p><i>Understand how results are selected and ranked by search engines.</i></p> <p><i>Understand what servers are and how they provide services to a network</i></p>	<p>Using ICT – Embedded in all subjects</p> <p><i>With support select and use a variety of software on a range of digital devices.</i></p> <p><i>With support select, use and combine a variety of software on a range of digital devices to accomplish given goals.</i></p> <p><i>Use other input devices such as cameras or sensors.</i></p>

Design and Technology	<p>Light up Lighthouses</p> <p><i>Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience.</i></p> <p><i>Create designs using exploded diagrams.</i></p> <p><i>Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks.</i></p> <p><i>Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them.</i></p> <p><i>Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user.</i></p> <p><i>Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas.</i></p> <p><i>Understand and use electrical systems in products.</i></p>			<p>Seasonal Food</p> <p><i>Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active.</i></p> <p><i>Understand seasonality and the advantages of eating seasonal and locally produced food.</i></p> <p><i>Read and follow recipes which involve several processes, skills and techniques</i></p>		<p>Bug Hotels</p> <p><i>Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience.</i></p> <p><i>Create designs using exploded diagrams.</i></p> <p><i>Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks.</i></p> <p><i>Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them.</i></p> <p><i>Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user.</i></p> <p><i>Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas.</i></p>
History		The Ancient Romans	The Anglo Saxons and Vikings		Local History Study (The Tudors)	

		<p><i>Place some historical periods in a chronological framework.</i></p> <p><i>Use historic terms related to the period of study.</i></p> <p><i>Use sources of information in ways that go beyond simple observations to answer questions about the past.</i></p> <p><i>Use a variety of resources to find out about aspects of life in the past.</i></p> <p><i>Understand that sources can contradict each other.</i></p> <p><i>Communicate his/her learning in an organised and structured way, using appropriate terminology.</i></p> <p><i>Describe the Roman Empire and its impact on Britain.</i></p>	<p><i>Place some historical periods in a chronological framework.</i></p> <p><i>Use historic terms related to the period of study.</i></p> <p><i>Use sources of information in ways that go beyond simple observations to answer questions about the past.</i></p> <p><i>Use a variety of resources to find out about aspects of life in the past.</i></p> <p><i>Understand that sources can contradict each other.</i></p> <p><i>Communicate his/her learning in an organised and structured way, using appropriate terminology.</i></p> <p><i>Describe Britain's settlement by Anglo-Saxons and Scots.</i></p>		<p><i>Place some historical periods in a chronological framework.</i></p> <p><i>Use historic terms related to the period of study.</i></p> <p><i>Use sources of information in ways that go beyond simple observations to answer questions about the past.</i></p> <p><i>Use a variety of resources to find out about aspects of life in the past.</i></p> <p><i>Understand that sources can contradict each other.</i></p> <p><i>Communicate his/her learning in an organised and structured way, using appropriate terminology.</i></p>	
Geography	<p>Our European Neighbours</p> <p><i>Know about the wider context of places – regions, country</i></p> <p><i>Understand why there are similarities and differences between places.</i></p>			<p>Exploring Madagascar</p> <p><i>Describe human features of UK regions, cities and /or counties.</i></p> <p><i>Understand the effect of landscape features on the development of a locality.</i></p>		<p>Investigating Coasts</p> <p><i>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc</i></p>

	<p><i>Identify where countries are within Europe; including Russia</i></p> <p><i>Know how the locality is set within a wider geographical context.</i></p> <p><i>Explain about key natural resources e.g. water in the locality</i></p> <p><i>Explore weather patterns around parts of the world</i></p>			<p><i>Explain about key natural resources e.g. water in the locality.</i></p> <p><i>Explore weather patterns around parts of the world.</i></p> <p><i>Measure straight line distances using the appropriate scale.</i></p> <p><i>Explore features on OS maps using 6 figure grid references.</i></p> <p><i>Draw accurate maps with more complex keys.</i></p>		<p><i>Plan the steps and strategies for an enquiry</i></p> <p><i>Describe how people have been affected by changes in the environment</i></p> <p><i>Know how the locality is set within a wider geographical context.</i></p>
Music	<p>Out of the Ark harvest songs</p> <p>Harvest Samba</p> <p>Harvest song</p> <p><i>Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.</i></p> <p><i>Use musical language to appraise a piece or style of music.</i></p> <p><i>Sing as part of an ensemble with confidence and precision.</i></p> <p><i>Play and perform in solo or ensemble contexts with increasing confidence.</i></p>	<p>Christmas Carol</p> <p>Concert songs</p> <p><i>Confidently recognise a range of musical instruments and the different sounds they make.</i></p> <p><i>Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.</i></p> <p><i>Use musical language to appraise a piece or style of music.</i></p> <p><i>Sing as part of an ensemble with confidence and precision.</i></p> <p><i>Play and perform in solo or ensemble contexts with increasing confidence.</i></p>	<p>Instruments; Glockenspiel Stage 1</p> <p>This is a course to properly introduce how to use a glockenspiel</p> <p><i>Confidently recognise a range of musical instruments and the different sounds they make.</i></p> <p><i>Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.</i></p> <p><i>Use musical language to appraise a piece or style of music.</i></p> <p><i>Copy increasingly challenging rhythms</i></p>	<p>Creating simple melodies together</p> <p><i>Confidently recognise a range of musical instruments and the different sounds they make.</i></p> <p><i>Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.</i></p> <p><i>Use musical language to appraise a piece or style of music.</i></p> <p><i>Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.</i></p> <p><i>Sing as part of an ensemble with confidence and precision.</i></p>	<p>Connecting notes and feelings</p> <p><i>Confidently recognise a range of musical instruments and the different sounds they make.</i></p> <p><i>Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.</i></p> <p><i>Use musical language to appraise a piece or style of music.</i></p> <p><i>Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.</i></p> <p><i>Sing as part of an ensemble with confidence and precision.</i></p>	<p>Purpose, identify and expression in music</p> <p><i>Confidently recognise a range of musical instruments and the different sounds they make.</i></p> <p><i>Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.</i></p> <p><i>Use musical language to appraise a piece or style of music.</i></p> <p><i>Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.</i></p> <p><i>Sing as part of an ensemble with</i></p>

	<i>Listen to and recall sounds with increasing aural memory.</i>	<i>Listen to and recall sounds with increasing aural memory.</i>	<i>using body percussion and untuned instruments where appropriate.</i> <i>Sing as part of an ensemble with confidence and precision.</i> <i>Play and perform in solo or ensemble contexts with increasing confidence.</i> <i>Develop an understanding of formal, written notation which includes minims and quavers.</i> <i>Listen to and recall sounds with increasing aural memory.</i>	<i>Play and perform in solo or ensemble contexts with increasing confidence.</i> <i>Develop an understanding of formal, written notation which includes minims and quavers.</i> <i>Listen to and recall sounds with increasing aural memory.</i>	<i>Play and perform in solo or ensemble contexts with increasing confidence.</i>	<i>confidence and precision.</i> <i>Play and perform in solo or ensemble contexts with increasing confidence.</i> <i>Develop an understanding of formal, written notation which includes minims and quavers.</i> <i>Listen to and recall sounds with increasing aural memory.</i>
RE	Christianity <i>Identify how core beliefs can guide lifestyle choices.</i>	Christianity <i>Recognise how religious identity can be shaped by family, community and practice.</i>	Islam <i>Explain the significance of religious leaders and sacred texts.</i> <i>Describe a range of ways that believers express their core beliefs and make the links between belief and expression.</i>	Christianity <i>To what extent do religious beliefs influence and encourage 'good' behaviour?</i>	Islam <i>To what extent does participating in worship and/or prayer generate a sense of belonging?</i> <i>How do religious leaders and sacred texts contribute to believers understanding of their faith?</i>	Christianity <i>How might beliefs and community share a person's identity?</i>
	<i>Develop Religious And Moral Vocabulary To Describe Key Features And Know Beliefs, Ideas And Teachings For Some Religions.</i> <i>Know The Function Of Objects/Places/ People Within Religious Practices And Lifestyles And Describe Similarities And Differences In Religious Practices And Lifestyles Both Within And Between Religions.</i> <i>Begin To Identify The Impact Of Religious Teachings, Including The Effect Sacred Texts Have On Believers' Lives, Identify Religious Symbols And How They May Be Interpreted In Different Ways Both Within And Between Religions.</i> <i>Recognise What Influences Him/Her In His/Her Life, And Identify The Influence Religion Has On Lives, Cultures And Communities Including His/Her Own.</i> <i>Identify Ultimate Questions And Behavior That There Are No Universally Agreed Answers To These And Start To Develop Your Own Answers To These Questions.</i>					

	Recognise And Begin To Ask Important Questions About How Religious And Moral Values, Commitments And Beliefs Can Influence Behavior.					
Spanish	Seasons (EL)	Vegetables (EL)	Presenting Myself (IN)	My Family (IN)	In The Classroom (IN)	At the Café (IN)
	<p>Recognise a wider range of word classes including pronouns and articles and use them appropriately.</p> <p>Understand that adjectives may change form according to the noun they relate to and select the appropriate form.</p> <p>Recognise questions and negative sentences.</p> <p>Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard.</p> <p>Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings.</p> <p>Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English.</p> <p>Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately.</p> <p>Follow the written version of a text he/she is listening to.</p> <p>Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues.</p> <p>Ask and answer a range of questions on different topic areas.</p> <p>Using familiar sentences as models, make varied adaptations to create new sentences.</p> <p>Read aloud using accurate pronunciation and present a short-learned piece for performance.</p> <p>Write words and short phrases from memory.</p> <p>Use a range of adjectives to describe things in more detail, such as describing someone's appearance.</p> <p>Write descriptive sentences using a model but supplying some words from memory.</p>					
PSHE	Being Me in the World Know my attitudes and actions make a difference to the class team. Understand who is in my school community, the roles they play and how I fit in.	Celebrating Differences Understand that, sometimes, we make assumptions based on what people look like. Understand what influences me to make assumptions based on how people look.	Dreams and Goals Tell you about some of my hopes and dreams. Understand that sometimes hopes and dreams do not come true and that this can hurt. Reflect on positive and happy experiences can	Relationships Identify the web of relationships that I am part of, starting from those closest to me and including those more distant. Identify someone I love and can express why they are special to me.	Healthy Me Recognise how different friendship groups are formed, how I fit into them and the friends I value the most. Recognise the changing dynamics between people in different groups.	Changing Me Understand that some of my personal characteristics have come from my birth parents. Know how the circle of change works and can apply it to changes I want to make in my life.

	<p>Understand how democracy works through the school council.</p> <p>Understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p> <p>Understand how groups come together to make decisions.</p> <p>Understand how democracy and having a voice benefits the school community.</p> <p><u>British Values Covered</u> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs</p>	<p>Know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.</p> <p>Tell you why witnesses sometimes join in with bullying and sometimes don't tell.</p> <p>Identify what is special about me and value the ways in which I am unique.</p> <p>Tell you a time when my first impression of someone changed when I got to know them.</p> <p><u>British Values Covered</u> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs</p>	<p>help me to counteract disappointment.</p> <p>Know how to make a new plan and set new goals even if I have been disappointed.</p> <p>Know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group.</p> <p>Identify the contributions made by myself and others to the group's achievements.</p> <p><u>British Values Covered</u> Democracy Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs</p>	<p>Tell you about someone I know that I no longer see.</p> <p>Explain different points of view on an animal's right issue.</p> <p>Understand how people feel when they love a special pet.</p> <p>Know how to show love and appreciation to the people and animals who are special to me.</p> <p><u>British Values Covered</u> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs</p>	<p>Understand the facts about smoking and its effects on health and also some of the reasons why people start to smoke.</p> <p>Understand the fact about alcohol and its effects on health particularly the liver, and also some of the reasons some people drink alcohol.</p> <p>Recognise when people are putting me under pressure and can explain ways to resist this when I want.</p> <p>Know myself well enough to have a clear picture of what I believe is right and wrong.</p> <p><u>British Values Covered</u> Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs</p>	<p>Identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p>Identify what I am looking forward to when I am in Year 5.</p> <p><u>British Values Covered</u> Democracy Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs</p>
PE	<p>Gymnastics</p> <p>Complete a forward roll and land on the feet.</p> <p>Skip forwards in a fluid motion.</p> <p>Apply skills and tactics in combination with a partner or as part of a group/team.</p> <p>Comment on skills and techniques applied in his/her own and other's</p>	<p>Badminton</p> <p>Apply skills and tactics in combination with a partner or as part of a group/team.</p> <p>Comment on skills and techniques applied in his/her own and other's work and use this understanding to improve performance.</p>	<p>Tag Rugby</p> <p>Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy</p> <p>When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.</p>	<p>Hockey</p> <p>Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy</p> <p>When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.</p>	<p>Striking and Fielding</p> <p>Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy</p> <p>When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.</p>	<p>Athletics</p> <p>Pass a ball from chest height to a partner.</p> <p>Apply skills and tactics in combination with a partner or as part of a group/team.</p> <p>Comment on skills and techniques applied in his/her own and other's work and use this understanding to improve performance.</p>

	work and use this understanding to improve performance.		Develop interest in participating in sports activities and events at a competitive level.	Develop interest in participating in sports activities and events	Develop interest in participating in sports activities and events at a competitive level.	
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